

Chapter 16 License Requirements

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1600 GENERAL EDUCATION REQUIREMENTS

1600.1 All persons who desire a teaching certificate from the District of Columbia shall satisfy the following requirements:

- (a) A Bachelor's Degree from an accredited institution;
- (b) Completion of appropriate tests as mandated by the Board of Education; and
- (c) A minimum of forty-eight (48) semester hours in a program of general or liberal education including each of the following fields:
 - (1) Humanities 12 semester hours: (at least one course in each area)
 - (A) English grammar and composition (including vocabulary development and reading comprehension);
 - (B) Literature, art, music, philosophy; and
 - (C) Foreign language;
 - (2) Social Sciences 12 semester hours: (at least one course in each area)
 - (A) American history; and
 - (B) History, anthropology, sociology, economics, political science, geography, psychology, world studies, or contemporary world cultures;
 - (3) Natural Sciences and Mathematics 12 semester hours:
(at least one course in each area)
 - (A) Laboratory science; and
 - (B) Mathematics;
 - (4) Health and Physical Education 4 semester hours; and (include coursework in substance abuse education)

- (5) Eight (8) semester hours from areas 1, 2, or 3 of this subsection.

AUTHORITY: Unless otherwise noted, the authority for this chapter is § 2 of An Act approved June 20, 1906, 34 Stat. 317, ch. 3446, D.C. Official Code § 38-102 (2001).

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893 (October 1, 1993).

1601 PROFESSIONAL EDUCATION REQUIREMENTS

1601.1 All persons who desire a teaching certificate from the District of Columbia shall satisfy the following requirements:

(a) Eighteen (18) semester hours of coursework to include six (6) semester hours in each of the following areas:

(1) Human growth and development: Competencies in this area shall include multicultural and values/character education development as vital components of an inviting school environment as they contribute to an understanding of the developmental aspects of physical traits (psychomotor), cognitive abilities (cognitive), social and emotional behaviors (affective) including personality and group behaviors of individuals from birth to adulthood and the relationship and impact of integrated learning throughout the individuals life-long history. Further competencies shall include skills in recognizing diversities (individual and cultural) and their implications for guiding students into learning experiences which help to prepare them to become productive, self-sufficient citizens in this global society;

(2) Curriculum and instruction: Competencies in this area shall contribute to an understanding of the following principles of learning:

(A) The application of instructional techniques and teaching methodology appropriate to the specific content area;

(B) The application of classroom management techniques including individual small and large group instruction;

(C) The selection and use of materials, computers, media, technology and other resources;

(D) The principles of reading and writing in the content area;

(E) The evaluation of student performance appropriate for the grade level and subject area for which certification is sought;

(F) The ability to design an integrated instructional program based on an analysis of student needs; and

(G) The development of effective communication skills and appropriate interaction between teachers and students and between teachers and others. In addition, mainstreaming techniques and an overview of teaching methods appropriate for exceptional students including gifted and talented and those with disabilities shall be included;

(3) Foundations of education: Competencies in this area shall be designed to develop an understanding of the historical, philosophical and sociological foundations underlying the role development and organization of the public education in the United States. Additional competencies shall be gained in understanding contemporary critical issues affecting the future of American education. Attention should be given to the role of the teacher and to constitutional and statutory provisions for public school education, including legal status of teachers, federal and state laws and regulations; and

(b) Supervised classroom experience:

(1) A student shall take a minimum of six (6) semester hours in student teaching. Perspective teachers shall be in classrooms for at least two hundred (200) clock hours. This includes a minimum of one hundred and twenty (120) clock hours in direct teaching activities (providing direct instruction) in their senior year. The remaining clock hours shall be in observation and participation prior to the student teaching experience. Supervised classroom activities in two (2) or more settings shall be provided; or

(2) A minimum of one (1) year of satisfactory teaching experience in the area of the requested teaching certificate.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6893-94 (October 1, 1993).

1602 EARLY CHILDHOOD EDUCATION (Pre-kindergarten - Grade 3)

1602.1 In addition to the general education requirements, for certification in early childhood education, the following shall be required:

(a) Satisfactory completion of a sequence of courses that include field work. Field work includes observation of children and adults in multiple settings and varying degrees of participation with children and families from a variety of cultural and socioeconomic backgrounds. A minimum of thirty (30) semester hours in the professional foundations and instructional knowledge areas that provide theoretical and research knowledge and practical skills in the following areas:

(1) Human development through the life span, with special emphasis on the learning process, cognitive, language, physical, social, and emotional development, both typical and atypical from birth through age eight (8);

(2) Historical, philosophical, psychological, and social foundations of early childhood education in relationship to early childhood education program models;

(3) Roles of the teacher as a reflective practitioner, facilitator, assessor, supervisor, researcher, communicator, and nurturer of young children, as well as a collaborator with colleagues; and

(4) Curriculum for teaching young children including coursework in observation and recording of young children's behavior in the following:

(A) Assessment of the young child, goal setting, specifying goals to facilitate children's physical growth and development and skills in communication, inquiry, creative expression, and interpersonal relations;

(B) Content-developmentally appropriate integrated learning experiences in health, safety, science, mathematics, social studies, language arts (listening, speaking, writing, reading), literature, art, music, drama, and movement;

(C) Role of play in children's social-emotional, physical and cognitive development and selection of appropriate play materials;

(D) Planning, managing and creating developmentally appropriate learning environments that incorporate concrete manipulative materials and play as instruments for enhancing development and learning of social, physical and logical mathematical knowledges;

(E) Communication, conference techniques, interpersonal and intergroup relations and techniques, for working with parents, community and staff; and

(F) Preparation for working in settings that include atypical children; understanding the needs of developmentally and culturally diverse children and recognizing conditions requiring assistance from other professionals;

(b) Either of the following:

(1) Student teaching (six semester hours) consisting of a minimum of one hundred fifty (150) clock hours spent in each of two (2) different age groups preprimary and primary. The student teaching experience shall enable the student to do the following:

(A) Assume major responsibility for the full range of teaching duties;

(B) Receive supervision in exemplar settings by on-site personnel, as well as college faculty;

(C) Experience working with parents under supervision;

(D) Attend seminar meetings accompany student teaching to provide opportunity for analysis evaluation and discussion of field experiences; and

(E) Receive supervised experience in working with interdisciplinary teams of professionals where appropriate; or

(2) A minimum of one (1) year of satisfactory teaching experience under appropriate supervision at the early childhood level.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6896-97 (October 1, 1993).

1603 ENDORSEMENT 1: HEAD START EARLY CHILDHOOD

1603.1 Certification Pre-K - 3rd shall be applicable to Head Start teachers.

SOURCE: Final Rulemaking published at 40 DCR 6893, 6897 (October 1, 1993).

1604 ENDORSEMENT 2: EARLY CHILDHOOD SPECIAL EDUCATION

1604.1 Certification Pre-K - 3rd shall be applicable to early childhood special education. However, there are a number of specific standards for this field that differentiate it from the early childhood certification. The certification program for teachers of early childhood special education shall include nine (9) semester hours from one of the following:

(a) Survey of exceptionalities;

(b) Assessment and educational planing in early childhood special education;

(c) Transdisciplinary teamwork;

(d) Family involvement in early childhood special education;

(e) Practicum/Internship in early childhood special education; or

- (f) Curriculum for early childhood special education.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended Final Rulemaking published at by 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6898 (October 1, 1993).

1605 ENDORSEMENT 3: MONTESSORI PRIMARY EDUCATION

1605.1 Certification Pre-K-3rd is applicable to Montessori Primary Education; however, there are a number of specific standards for this field that differentiate it from the early childhood certification. The certification program for teachers of Montessori preschool shall include the following:

- (a) Three hundred (300) hours in Montessori theory and practices; practical, life, sensorial, language and language extensions, mathematics, geography, history, biology, art, handicrafts and music;
- (b) One hundred (100) hours of supervised practice with the materials is also required;
- (c) One hundred twenty (120) hours of practice teaching in two (2) different Association Montessori Internationale classroom sites; and
- (d) An Association Montessori Internationale approved primary diploma.

1605.2 Certification in Grades 1- 6 is applicable to Montessori Elementary Education; however, there are a number of specific standards for this field that differentiate it from the early childhood and elementary licenses. The licensure program for teachers of Montessori Elementary classes shall include the following:

- (a) Three hundred (300) hours in Montessori theory and practices: language, mathematics, geometry, history, geography, biology, art, and music;
- (b) One hundred forty (140) hours of supervised practice with the materials is also required;
- (c) One hundred twenty (120) hours of practice teaching in two (2) different Association Montessori Internationale classroom sites; and
- (d) An Association Montessori Internationale approved elementary diploma.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); by Final

Rulemaking published at 40 DCR 6893, 6898 (October 1, 1993); and by 45 DCR 2328 (April 17, 1998).

1606 ELEMENTARY EDUCATION (CLASSROOM GRADES 1-6)

1606.1 In addition to the general and professional education requirements, for certification in elementary education, the following shall be required:

(a) A minimum of sixty (60) semester hours of specialized course experiences appropriate for children at this age level. The program shall require demonstrated competence through coursework or documented evidence in the knowledge of both the content disciplines and the methods needed to teach and distributed among the following subject areas:

(1) Mathematics, including instruction in the fundamental concepts of mathematics relevant to elementary education. Laboratory and discovery techniques should be emphasized for the practical application and reinforcement of these concepts at each grade level (six (6) semester hours);

(2) Reading, including work in each of the following (six (6) semester hours):

(A) Developmental Reading; and

(B) Diagnostic Reading with practicum experience;

(3) Language Arts, including experiences in children's literature, English grammar, written composition and speech (twelve (12) semester hours);

(4) Social Science, including instruction in the fundamental concepts of social science relevant to elementary education. Experiences shall include American history, basic economics, and geography (twelve (12) semester hours);

(5) Sciences, including instruction in life, physical, and environmental science for elementary education and a course requiring laboratory experiences (six (6) semester hours);

(6) Health and Physical Education, including instruction in school health education (health services, safety, and health instruction) as well as instruction in physical education and activities appropriate to the grade level (six (6) semester hours);

(7) Appreciation and creative expression in fine arts including at least two (2) of the following: art, music, drama, dance, and film (six (6) semester hours); and

(8) Electives to be chosen from § 1606.1(a)(1) or § 1606.1(a)(5) of this subsection (six (6) semester hours);

(b) Supervised classroom instruction:

(1) Supervised planning, observation and teaching experience preferably at both the primary (1-3) and intermediate (4-6) grade levels; or one experience on the elementary level (1-6); or

(2) A minimum of one (1) year of satisfactory teaching experience on the elementary level.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6898-00 (October 1, 1993).

1607 ELEMENTARY SCIENCE RESOURCE TEACHER

1607.1 For certification in elementary science resource, the following shall be required:

(a) A regular elementary education teaching certificate;

(b) Eighteen (18) semester hours to include the following:

(1) Biology, physical science, earth and space science and ecology or environmental science. The coursework shall provide the applicant with the following:

(A) Knowledge of science content applicable to elementary school classrooms; and

(B) Mastery of application and use of science processes inherent in an inquiry-based, hands on science program;

(2) Selection and use of a variety of instructional strategies appropriate to the age and psychological development of the elementary student; shall be knowledgeable about designing classroom experiences that satisfy the following requirements:

(A) Foster positive attitudes toward science;

(B) Apply decision-making and critical thinking skills to solving science related problems; and

(C) Reflect the varied learning styles of the students; and

- (c) Two (2) years satisfactory teaching experience in the elementary school.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6900 (October 1, 1993).

1608 ELEMENTARY MATHEMATICS RESOURCE TEACHER

1608.1 For certification in elementary mathematics resource, the following shall be required:

- (a) A regular elementary education teaching certificate;
- (b) Twenty-one (21) semester hours in mathematics content, above that which is required of an elementary classroom teacher license, to include at least three (3) semester hours in each of the following areas:
 - (1) Algebra;
 - (2) Geometry;
 - (3) Probability and Statistics;
 - (4) Number Theory;
 - (5) History of Mathematics;
 - (6) Problem Solving Applications; and
 - (7) Computer Science; and
- (c) Two (2) years satisfactory teaching experience in the elementary school.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6900-01 (October 1, 1993).

1609 ENDORSEMENT: VISITING INSTRUCTORS (ELEMENTARY)

1609.1 For certification as a visiting instructor (elementary) the following shall be required:

- (a) A valid elementary classroom teaching certificate;
- (b) Five (5) years of successful teaching on the elementary level;
- (c) A minimum of nine (9) semester hours in the following:
 - (1) Diagnostic and prescriptive teaching;
 - (2) Individualized instruction; and
 - (3) Teaching the homebound and hospitalized child.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6901 (October 1, 1993).

1610 MIDDLE SCHOOL EDUCATION (GRADES 4-8)

1610.1 In addition to the general education requirements, for certification in middle school education, the following shall be required:

- (a) A minimum of thirty (30) semester hours in a major content area representing a broad, adequate background in the subject to be taught; and
- (b) A minimum of twenty-one (21) semester hours in the professional foundations and instructional knowledge of middle school education that provides theoretical and research knowledge and practical skills in the following:
 - (1) Human growth and development as it relates to the physical, emotional, intellectual, and moral development of the young adolescent;
 - (2) Modeling and incorporating positive skills such as cooperation, assertiveness, responsibility, empathy, and self-control in everyday classroom management and expectations;
 - (3) Creating a positive and caring environment, using a variety of instructional techniques that are developmentally appropriate and that organizes the curriculum to adapt to the learning style of each student;
 - (4) Designing interdisciplinary, developmentally appropriate programs of study within a team framework;
 - (5) Using an issues-oriented curriculum to engage young adolescents in the development of physical and psychological self-knowledge and social interaction;

(6) Developing and utilizing assessment strategies aligned with teaching outcomes; and

(7) Emphasizing the active involvement of the student in the learning process through hands-on activities;

(c) Supervised classroom instruction:

(1) Supervised planning, observation and teaching experience preferably at the intermediate (4-6) grade levels or middle school grades (4-8); or

(2) A minimum of one (1) year of satisfactory teaching experience in grades K-12.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6901-02 (October 1, 1993).

1611 ENDORSEMENT: MIDDLE SCHOOL EDUCATION

1611.1 For an endorsement in middle school education, the following shall be required:

(a) A valid teaching certificate on the elementary or secondary level; and

(b) A minimum of twenty-one (21) semester hours in the professional foundations and instructional knowledge of middle school education that provides theoretical and research knowledge and practical skills as outlined in § 1601.1(b) of the middle school education license.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6902 (October 1, 1993).

1612 ENGLISH (SECONDARY)

1612.1 In addition to the general and professional education requirements, for certification in English, coursework in the following representing thirty-six (36) semester hours shall be required:

(a) Writing process:

(1) Theory and practice of traditional patterns of exposition and argumentation and the pedagogy for teaching the stages of the writing process; and

(2) Mastery of English grammar with special emphasis on terminology and constructions;

(b) American literature:

(1) Knowledge of literature as a source for interpreting human experience and the ability to elicit critical insights from students; and

(2) Understanding of American literature, its varying genre and degrees of complexity;

(c) English literature:

(1) Knowledge of a representative body of English literature; and

(2) Genres and writers associated with major periods (Middle Ages, Renaissance, and Eighteenth Century; or Romantic, Victorian, and Twentieth Century);

(d) Nature and structure of language (linguistics):

(1) Knowledge of the structure and history of the English language to include its phonology, morphology, syntax, and semantics in order to understand the various personal, social, and communicative purposes of language; and

(2) Social and regional language variations and the rhetoric of politics, advertising, and social control;

(e) Oral communications (public speaking/speech):

(1) Principles and holistic nature of oral communication and be able to interpret that understanding in creating experiences for students; and

(2) Listening, speaking, and writing skills for a variety of situations;

(f) World literature or comparative literature:

(1) Knowledge of the masterpieces of world literature, comparing literary types of styles and themes of major works; and

(2) Study of works of writers from Africa, Asia, South America, and other Third World areas;

(g) Multicultural literature:

(1) Knowledge of non-Western literature and the literature of minority groups of the United States; and

(2) Knowledge of literary works by male or female writers, people of varied racial or ethnic groups, and authors from other countries or cultures;

(h) Drama:

(1) Knowledge of the critical, historical, aesthetic, and practical aspects of drama and the theatre; and

(2) Translation of the literary experience of drama and its relationship to theatre;

(i) Journalism:

(1) Knowledge of the fundamentalist of journalism; and

(2) News reporting techniques, writing skills, copy editing, and the principles and ethics of public reporting;

(j) Media:

(1) Knowledge of the differences between non-print and non-verbal media to include methodology and pedagogy strategies of media study; and

(2) Thinking abilities (i.e. reasoning, making inferences, and imagining).

(k) Adolescent literature:

(1) Fundamental principles and characters of adolescent literature; and

(2) Literature for adolescents; and

(l) Mythology:

(1) Knowledgeable of classical mythology; comparisons of world cultures; and

(2) Knowledgeable of motifs, stories, and legends that reflect the human experience and imagination.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6903-05 (October 1, 1993).

1613 MATHEMATICS (SECONDARY)

1613.1 In addition to the general and professional education requirements, for certification in mathematics, coursework in the following representing thirty-three (33) semester hours shall be required:

- (a) Six (6) semester hours in calculus (to include differentiation and integration); and
- (b) Three (3) semester hours in each of the following:
 - (1) Algebra (linear or abstract);
 - (2) Geometry (formal and informal approaches in Euclidean and non- Euclidean geometry);
 - (3) Computer Science (a high level programming language);
 - (4) Probability and Statistics;
 - (5) Number Theory;
 - (6) Trigonometry;
 - (7) Mathematical Modeling or Applied Mathematics;
 - (8) Discrete Mathematics; and
 - (9) History of Mathematics.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6905 (October 1, 1993).

1614 GENERAL SCIENCE

1614.1 In addition to the general and professional education requirements, for certification in general science, coursework in the following representing thirty (30) semester hours shall be required:

- (a) Content to include the following:
 - (1) Knowledge of the basic principles of biology, chemistry, physics oceanography, geology, meteorology, and astronomy;
 - (2) Knowledge of the interrelationships among the sciences, including the history and philosophy of science and mathematics;
 - (3) Knowledge and experiences in the cultural significance of science, the relationship of technology to social conditions, and analytical methods of science which may be used in solving societal problems; and

(4) Knowledge of the science processes and the general concepts and principles common to the natural sciences;

(b) A minimum of six (6) semester hours in each of the following:

- (1) Biology;
- (2) Chemistry;
- (3) Physics;
- (4) Earth and Space Science; and
- (5) Environmental Science.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6905 (October 1, 1993).

1615 BIOLOGY

1615.1 In addition to the general and professional education requirements, for certification in biology, coursework representing thirty (30) semester hours is required:

(a) Eighteen (18) semester hours in biological science to include the following:

- (1) Botany;
- (2) Zoology; and
- (3) Environmental Science;

(b) Inorganic and organic chemistry;

(c) Physics;

(d) Mathematics (beyond introductory mathematics); and

(e) Computer applications.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6906 (October 1, 1993).

1616 CHEMISTRY

1616.1 In addition to the general and professional education requirements, for certification in chemistry, the following representing thirty (30) semester hours shall be required:

- (a) Eighteen (18) semester hours in chemistry to include the following:
 - (1) Physical Chemistry;
 - (2) Organic Chemistry; and
 - (3) Environmental Chemistry;
- (b) Biological Science;
- (c) Physics;
- (d) Mathematics (including calculus); and
- (e) Computer applications.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6906-07 (October 1, 1993).

1617 PHYSICS

1617.1 In addition to the general and professional education requirements, for certification in physics, coursework representing thirty (30) semester hours shall be required:

- (a) Eighteen (18) semester hours in physics;
- (b) A minimum of six (6) semester hours in mathematics (beyond college algebra);
- (c) Chemistry; and
- (d) Computer Science (with programming focus).

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6907 (October 1, 1993).

1618 COMPUTER SCIENCE

1618.1 In addition to the general and professional education requirements, for certification in computer science, coursework in the following representing eighteen (18) semester hours shall be required:

- (a) Structured Programming with Pascal;
- (b) Advanced Pascal or a comparable advanced structured programming course;
- (c) Twelve (12) semester hours in related computer science courses to include the following:

- (1) Three (3) semester hours related to hardware;

- (A) Assembly Language/Computer Systems;
 - (B) Design of Switching Systems;
 - (C) Computer Architecture; or
 - (D) Others;

- (2) Three (3) semester hours related to software:

- (A) Software engineering;
 - (B) Operating systems;
 - (C) Database Management; or
 - (D) Others;

- (3) Three (3) semester hours related to theory;

- (A) Theory and Foundations of Computations;
 - (B) Discrete Mathematics;
 - (C) Organization of Computer Languages; or
 - (D) Data structures and algorithms analysis;

- (4) Three (3) semester hours related to computers in society;

- (A) Social impact of computers;
 - (B) Computers in society; or

(C) Others; and

(d) Proficiency in at least two (2) structured programming languages such as structured BASIC, LOGO, or others to be verified by an interview panel.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6907-08 (October 1, 1993).

1619 SOCIAL STUDIES

1619.1 In addition to the general and professional education requirements, coursework in the following representing thirty-three (33) semester hours shall be required:

(a) History, world history, United States history, the history and government of the District of Columbia;

(b) Geography (physical or cultural);

(c) Economics;

(d) Political Science; and

(e) At least one of the following:

(1) International relations or global studies;

(2) Law;

(3) Philosophy;

(4) Psychology;

(5) Sociology;

(6) Social Science; or

(7) Anthropology.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6908-09 (October 1, 1993).

1620 HOME ECONOMICS

1620.1 In addition to the general and professional education requirements, for certification in home economics, coursework in the following representing forty-five (45) semester hours shall be required:

- (a) The development of the individual and the family (six (6) semester hours);
- (b) Management, family finance, and consumer economics (six (6) semester hours);
- (c) Food and nutrition (six (6) semester hours);
- (d) Housing, home furnishings, and equipment (six (6) semester hours);
- (e) Clothing and textiles (six (6) semester hours);
- (f) Career Orientation (three (3) semester hours);
- (g) Occupational Home Economics (three (3) semester hours); and
- (h) Remaining nine (9) semester hours may be selected from any of the areas under this subsection.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6909 (October 1, 1993).

1621 INDUSTRIAL ARTS

1621.1 In addition to the general and professional education requirements, for certification in industrial arts, coursework in the following representing forty-two (42) semester hours shall be required:

- (a) Communications (drafting and design, electronics, graphic arts, and communication technology) (twelve (12) semester hours);
- (b) Production (metalworking, woodworking, construction technology, and manufacturing technology) (twelve (12) semester hours);
- (c) Power, energy, and transportation (electricity, power mechanics, energy and power, and transportation technology) (twelve (12) semester hours); and
- (d) The remaining six (6) semester hours may be selected from any of the areas under this subsection.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6909-10 (October 1, 1993).

1622 BUSINESS EDUCATION

1622.1 In addition to the general and professional education requirements, for certification in business education, coursework in the following representing thirty (30) semester hours shall be required:

- (a) Thirty (30) semester hours from the following:
 - (1) Accounting;
 - (2) Office systems procedures/practice/management;
 - (3) Principles of data processing; introduction to computers or computer operations/programming/systems;
 - (4) Information/word processing concepts and applications;
 - (5) Business mathematics; finance;
 - (6) Economics;
 - (7) Introduction to business or business organization/management;
 - (8) Advanced typewriting/keyboarding;
 - (9) Business communications/English; or
 - (10) Business law.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6910 (October 1, 1993).

1623 ENDORSEMENT: BUSINESS/MEDICAL RECORDS

1623.1 For an endorsement in business/medical records the following shall be required:

- (a) A valid teaching certificate in business education;
- (b) Twelve (12) semester hours in the following:
 - (1) Medical records theory (six (6) semester hours); and

- (2) Medical terminology (six (6) semester hours); and
- (c) A minimum of eighty (80) hours in a public or private health facility either as a practicum or internship as a unit/ward clerk.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6910-11 (October 1, 1993).

1624 MARKETING EDUCATION

1624.1 In addition to the general and professional education requirements, for certification in marketing education, coursework in the following representing thirty (30) semester hours shall be required:

- (a) Eighteen (18) semester hours from the following:
 - (1) Advertising management;
 - (2) Consumer behavior;
 - (3) Principles of marketing;
 - (4) Retail store management (includes salesmanship);
 - (5) Entrepreneurship (business ownership);
 - (6) Marketing research;
 - (7) Merchandising/business/marketing mathematics; or
 - (8) Visual merchandising (display);
- (b) A minimum of twelve (12) semester hours from the following:
 - (1) Business communication;
 - (2) Business law;
 - (3) Business statistics;
 - (4) Economics;
 - (5) Accounting principles;
 - (6) Fashion merchandising;

- (7) Food marketing;
- (8) Hospitality, travel and tourism;
- (9) Insurance;
- (10) Principles of data processing;
- (11) Computer Science;
- (12) Money and banking; or
- (13) Records management;
- (c) Internship in marketing (directed occupational experience); and
- (d) The content shall include the following:
 - (1) Knowledge of merchandising theory and practice;
 - (2) Knowledge of economic theories and systems;
 - (3) Knowledge of planning, designing, and administering a marketing education program;
 - (4) Knowledge of job retirements and career opportunities in management and marketing related fields;
 - (5) Knowledge of placing secondary school students in public/private establishments;
 - (6) Work experience in a marketing area;
 - (7) Knowledge of entrepreneurship; and
 - (8) Organization and coordination of marketing education programs to include DECA.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6911 (October 1, 1993).

1625 ENDORSEMENT: MARKETING

1625.1 For an endorsement in marketing, the following shall be required:

- (a) A valid teaching certificate in business education; and
- (b) One (1) year of full-time employment in a marketing occupation, or a minimum of two thousand (2,000) hours of verifiable work experience in one (1) or more marketing occupations or a directed occupational experience seminar.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6911-12 (October 1, 1993).

1626 ENDORSEMENT: HEALTH OCCUPATION

1626.1 For certification in health occupations, the following shall be required:

- (a) A bachelor's degree from an accredited institution in an occupational area with two (2) years of approved occupational experience related to the program to be taught;
- (b) An associate of arts degree from an accredited institution in the occupational area with three (3) years of approved occupational experience related to the program to be taught;
- (c) A diploma in nursing from an approved professional nursing program with three (3) years of approved occupational experience related to the program to be taught;
- (d) Graduation from an accredited high school (or possession of a General Education Development Certificate) with five (5) years of approved occupational experience related to the program to be taught;
- (e) Completion of the following courses from an approved program shall include the following:
 - (1) Principles of career vocational guidance; and
 - (2) Principles of curriculum development; and
- (f) A valid cardiopulmonary resuscitation (CPR) certification by the Red Cross of American Heart Association.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6912-13 (October 1, 1993).

1627 TECHNICAL AND INDUSTRIAL OCCUPATION

1627.1 For certification in technical and industrial occupation, one of the following shall be required:

(a) College Preparatory Program to include the following:

(1) A baccalaureate degree in Vocational Industrial Education or Trade and Industrial Education from an approved institution; and

(2) A baccalaureate degree in a field other than Vocational Industrial Education;

(A) A minimum of six (6) semester hours in coursework related to Vocational Industrial Education; and

(B) Submit evidence of competency in the trade or technology in which the endorsement is being sought. Competency in the trade or technology will be determined prior to teaching through one of the following procedures:

(i) Satisfactory performance as determined by the National Occupational Competency Test and a minimum of two (2) years of satisfactory experience at the journeyman-level or an equivalent level in the occupation;

(ii) Holding a license issued by the appropriate D.C. Board for those trades requiring a license and completion of two (2) years satisfactory journeyman-level trade experience in the planned teaching field; or

(iii) Completion of a registered apprenticeship program and two (2) years of satisfactory experience at the journeyman-level in the planned teaching field; and

(b) High School and experience to include the following:

(1) Graduation from an accredited high school or possession of a General Education Development Certificate;

(2) Satisfactory completion of the National Occupational Competency Test and a minimum of two (2) years of satisfactory experience at the journeyman-level or an equivalent level in the occupation;

(3) Receipt of a license issued by the appropriate District of Columbia Board for those program areas requiring a license and a minimum of two (2) years of satisfactory experience at the journeyman-level or an equivalent level in the occupation; or

(4) Completion of a registered apprenticeship program and two (2) years of satisfactory experience at the journeyman-level or an equivalent level in the trade.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6913-14 (October 1, 1993).

1628 ENDORSEMENT: MILITARY SCIENCE AND TACTICS

1628.1 For certification in military science and tactics, the following shall be required:

- (a) Twenty (20) years of active military services;
- (b) Retirement as a commissioned officer, warrant, or non-commissioned officer, or member of the Fleet Marine Corps Reserve; applicants must have retired as a commissioned officer effective not more than five (5) years prior to the date of application or not more than four (4) years in the case of Air Force applicants;
- (c) Attainment of at least grade E-6 upon retirement;
- (d) Satisfactory fulfillment of eligibility standards established by the appropriate branch of service; and
- (e) Approval by the Secretary of the branch of service in which the applicant has applied to teach.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6914 (October 1, 1993).

1629 PERFORMING ART - VISUAL ARTS

1629.1 For certification in performing arts (visual arts), the following shall be required:

- (a) Professional experience for five (5) years in the following:
 - (1) Artists-in-resident grant recipient;
 - (2) Award winning or nationally recognized design or publication;
 - (3) Invitationals;
 - (4) Juried art show;
 - (5) Museum experience;
 - (6) One person shows in a recognized professional gallery;

- (7) Outstanding awards citations, honoraria or commissions; and
- (8) Study abroad;
- (b) Evidence of five (5) years of experience in the visual arts;
- (c) Evidence of current production of creative work(s); and
- (d) An audition that includes a performance or portfolio review before a professional panel directed by the performing arts department/school.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6915-16 (October 1, 1993).

1630 PERFORMING ARTS - MUSIC

1630.1 For certification in performing arts (music), the following shall be required:

- (a) An artist's diploma or license from an accredited college, university, school of music or conservatory; or four (4) years with the equivalent of forty (40) months of study or apprenticeship with a master performer or master teacher/performer;
- (b) Evidence of five (5) years or eight (8) seasons as a professional performer in the following:
 - (1) Orchestra ensembles;
 - (2) Choirs;
 - (3) Solos; and
 - (4) Four recitals, concerts or tours; and
- (c) An audition that includes a performance or portfolio review before a professional panel directed by the performing art department/school.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6915 (October 1, 1993).

1631 PERFORMING ARTS - DRAMA AND THEATRE

1631.1 For certification in performing arts (drama and theatre) the following shall be required:

- (a) Six (6) years of professional experience in professional theatre, as opposed to theatre in an academic setting or amateur productions, or six (6) seasons in professional theatre as an actor, director, coach or teacher;
- (b) Evidence of professional theatre experience and seasons in professional theatre as an actor, director, coach or teacher;
- (c) Four (4) years or six (6) seasons of continuing professional growth and development (within the last five (5) years) in the areas of acting, directing, writing or participating in professional workshops; and
- (d) An audition that includes a performance or portfolio review before a professional panel directed by the performing art department/school.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6916 (October 1, 1993).

1632 PERFORMING ARTS - DANCE

1632.1 For certification in performing arts (dance), the following shall be required:

- (a) A minimum of seven (7) years of dance training and documented dance performance;
- (b) Current membership in a professional dance company;
- (c) On-going experience with professional dancers as either choreographer or dancer;
- (d) Knowledge of the history of the dance and its ethnic origins;
- (e) Knowledge of dance vocabulary techniques and theory; and
- (f) An audition that includes a performance or portfolio review before a professional panel directed by the performing arts department/school.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6916 (October 1, 1993).

1633 ENDORSEMENT: VISITING INSTRUCTORS (SECONDARY)

1633.1 For certification as a visiting instructor (secondary), the following shall be required:

- (a) A valid secondary teaching certificate;
- (b) Five (5) years of successful teaching on the secondary level; and
- (c) A minimum of twenty-one (21) semester hours in the following:
 - (1) Algebra;
 - (2) Laboratory science;
 - (3) Diagnostic and prescriptive teaching;
 - (4) Individualized instruction;
 - (5) Teaching the homebound and hospitalized child; and
 - (6) Six (6) semester hours in a foreign language.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6917 (October 1, 1993).

1634 READING (K-12)

1634.1 For certification in reading, the following shall be required:

- (a) A master's degree from an accredited institution in reading or a reading related area;
- (b) Two (2) or more years of successful classroom teaching experience; and
- (c) Coursework in the following:
 - (1) Clinical or laboratory practicum;
 - (2) Diagnosis and correction of reading, learning styles and disabilities;
 - (3) Literature of children or adolescents;

- (4) Human growth and development;
- (5) Collaborative planning and communicating; and
- (6) Reading research.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6917 (October 1, 1993).

1635 ENDORSEMENT: GIFTED AND TALENTED EDUCATION (K-12)

1635.1 For certification in gifted and talented, the following shall be required:

- (a) A valid teaching certificate and a minimum of two (2) years of demonstrated excellence in classroom teaching. For purposes of this subsection, “Excellence” is the highest possible rating on a performance evaluation;
- (b) A minimum of nine (9) graduate semester hours from the following:
 - (1) Characteristics of gifted students;
 - (2) Specific techniques of identifying the gifted (i.e. diagnostic and prescriptive approaches to instruction);
 - (3) Educational models, teaching methods and strategies, selection of resources and materials in gifted and talented education;
 - (4) Curriculum development and program evaluation in gifted and talented education;
 - (5) Contemporary issues and research in gifted education; or
 - (6) Practicum experience in gifted and talented education; and
- (c) Content program to include the following:
 - (1) Knowledge of the history, major research and philosophies of the gifted;
 - (2) Knowledge of the definitions, cognitive, social and emotional characteristics and needs of the gifted including those in special populations;
 - (3) Development of competencies in identification screening, prescription, appraisal, and placement using a variety of formal and informal assessments of the gifted;

(4) Instruction in program evaluation, organizational models, curriculum development and materials of the gifted; and

(5) Practicum experiences in gifted education.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6918-19 (October 1, 1993).

1636 ART 9 (K-12)

1636.1 In addition to the general and professional education requirements, for certification in art, coursework in the following representing forty-two (42) semester hours shall be required:

(a) Twenty-one (21) semester hours of art in courses from among the following areas with a maximum of three (3) semester hours from any one area:

- (1) Design;
- (2) Drawing;
- (3) Painting;
- (4) Printmaking;
- (5) Commercial art (lettering, poster design, layout, etc.);
- (6) Ceramics;
- (7) Art technology (computer graphic design, photography, etc.); and
- (8) Sculpture;

(b) Six (6) semester hours from among one or more of the following areas:

- (1) Jewelry;
- (2) Fiber art (weaving, textiles, etc.);
- (3) Stained glass; or
- (4) Other craft areas;

(c) Six (6) semester hours in a specialized art area;

- (d) Nine (9) semester hours of art history/art appreciation; and
- (e) A portfolio review by a D.C. Public School Art Department specialist.

1636.2 The portfolio shall consist of no less than twelve (12) and no more than fifteen (15) pieces of original artwork created by the applicant from among §§ 1636.1(a), (b), and (c). Slides may be submitted if work is too large or heavy.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6918 (October 1, 1993).

1637 FOREIGN LANGUAGE (MODERN) (K-12)

1637.1 In addition to the general and professional education requirements, for certification in foreign language (modern), coursework in the following representing thirty (30) semester hours shall be required:

- (a) Skills to include the following:
 - (1) The essentials of all speech in standard dialects, including technical discussions within the professional field;
 - (2) Speaking a standard dialect of the language at normal speed with accuracy in structure and pronunciation and with sufficient vocabulary to participate in most formal and informal conversations on practical, social, and professional topics;
 - (3) Reading with immediate comprehension and interpreting standard news articles, routine correspondences, literary texts and technical material at a normal rate of speed (at least two hundred (200) wpm-silent reading);
 - (4) Writing most types of correspondence with few errors in grammar or spelling, with superior control of syntax, richness and variety of vocabulary and structures, and clearly developed ideas;
 - (5) Participating in almost all social situations and those within the profession with ease and sensitivity, to comprehend most nonverbal communication, and to respond with understanding and sensitivity to the cultural diversity of the classroom population;
 - (6) Applying the principles of language acquisition and learning theories and principles of phonological, syntactic, and morphological systems to the teaching of the foreign language; and
 - (7) Applying the principles of proficiency-based instruction and use electronic media in teaching the foreign language;

(b) Content to include the following:

(1) People that are representative of their cultural diversity and that is acquired through a study of their history, geography, arts, writings, values, life patterns and through travel abroad (nine (9) semester hours);

(2) Documented study - abroad of three (3) consecutive weeks or more in a country where the foreign language is the official language, can be used to satisfy a maximum of three (3) semester hours when done in a formal program or in an independent study program pre-approved by the Foreign Language Department;

(3) Literature as acquired in the systematic study of classical, contemporary and popular texts, by genre, century, by theme; and by representative of the cultural diversity of the linguistic community (nine (9) semester hours);

(4) Language as acquired in advanced course work in grammar, composition, conversation, text analysis, reading comprehension (nine (9) semester hours); and

(5) Differences between the phonological, syntactic and morphological systems of the foreign language and those of English as acquired through studies in applied or descriptive linguistics (three (3) semester hours); and

(c) Aural-oral competency in the foreign language as determined by an interview conducted in the foreign language by the Foreign Language Department.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6919-21 (October 1, 1993).

1638 ENDORSEMENT: FOREIGN LANGUAGE (MODERN)

1638.1 For an endorsement in foreign language (modern) the following shall be required:

(a) Eighteen (18) semester hours in the respective foreign language are preparing the teacher to meet the same competencies in skill and content as required for a license in foreign language (modern); and

(b) Aural-oral competency the respective foreign language as determined by an interview conducted in the language by the Foreign Language Department (Foreign Language (Modern) only).

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6921 (October 1, 1993).

1639 FOREIGN LANGUAGE - CLASSICAL (K - 12)

1639.1 In addition to the general and professional education requirements, for certification in foreign language (classical), coursework in the following representing thirty (30) semester hours shall be required:

(a) Skills to include the following:

(1) Reading Latin/Greek authors aloud with comprehension and appropriate rhythm and phrasing, heeding principles of audible linguistic change;

(2) Translating continuous paragraphs into idiomatic Latin/Greek using correct grammatical forms and some attention to style;

(3) Composing letters, speeches, or essays using Latin/Greek structures of case and mood;

(4) Applying the principles of language acquisition and learning theories, and principles of phonological, syntactic, and morphological systems to the teaching of Latin/Greek; and

(5) Applying the principles of proficiency-based instruction and to use electronic media in teaching Latin/Greek; and

(b) Content to include the following:

(1) The culture and civilization of the Roman and Greek peoples of antiquity, of the topography of related states of antiquity, of all areas of scholarship relating to Roman and Greek life, history, literature, art, architecture, and archaeology throughout the Roman Empire (nine (9) semester hours);

(2) Documented study-abroad experience of three (3) weeks or more in Italy or Greece or some other state of the Ancient Roman Empire can be used to satisfy a maximum of three (3) semester hours when done in a formal program or in an independent study program;

(3) Literature as acquired in the systematic study of major Roman/Greek authors and their writings, Roman and Greek mythology, or prose, satire, comedy, poetry, history (nine (9) semester hours);

(4) Language as acquired in advanced course work in grammar, syntax, composition, and reading comprehension (nine (9) semester hours); and

(5) Knowledge of the differences between the phonological syntactic, and morphological systems of Latin and those of English as acquired through studies in applied linguistics or descriptive linguistics (three (3) semester hours).

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6921-22 (October 1, 1993).

1640 FOREIGN LANGUAGE (CLASSICAL)

1640.1 For an endorsement in foreign language (classical), eighteen (18) semester hours in the respective foreign language area preparing the teacher to meet the same competencies in skill and content as required for a license in foreign language (classical) shall be required.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6922 (October 1, 1993).

1641 HEALTH AND PHYSICAL EDUCATION (K-12)

1641.1 In addition to the general and professional education requirements, for certification in health and physical education, coursework in the following representing fifty-two (52) semester hours shall be required:

(a) Scientific Foundations to include fifteen (15) semester hours from the following:

- (1) Anatomy and Physiology;
- (2) Physiology of Exercise;
- (3) Growth and Motor Development;
- (4) Biomechanics/Kinesiology;
- (5) Motor Learning;
- (6) Chemistry; and
- (7) Behavioral Science/Psychology;

(b) Historical and Sociological Foundations to include six (6) semester hours from the following:

- (1) History/Principles/Introduction to School;
- (2) History/Philosophy/Principles of Physical Education;
- (3) Sociological Foundations of Education and/or Sports;
- (4) Sport Psychology; and
- (5) History of Black Americans in sports;

(c) Health and Safety to include fifteen (15) semester hours from the following:

- (1) First Aid and CPR Certification;
- (2) Effects of Substance and Drug Prevention Education;
- (3) Health Appraisals and Referrals/Athletic Injuries;
- (4) Human Sexuality/Family Life and Sexuality;
- (5) Chronic, Degenerative Illnesses, Communicable and Non-communicable Diseases;
- (6) Nutrition Education; and
- (7) School, Environmental, Community and Consumer Health;

(d) Concepts relating to motor skill performance/fitness/sport to include seven (7) semester hours from the following:

- (1) Fundamental skills;
- (2) Dance and Rhythmic Activities;
- (3) Fitness/Wellness Exercise Science;
- (4) Games;
- (5) Individual/Dual/Team Sports;
- (6) Aquatics/Swimming/Water Safety/Life Guarding; and
- (7) Gymnastics (optional); and

(e) Pedagogy specific to elementary health and physical education to include twelve (12) semester hours from the following:

- (1) Assessment and Evaluation in Health and Physical Education or Research and Statistics in Health or Physical Education;
- (2) Organization and Administration of Health and Physical Education;
- (3) Adaptive Physical Education or Teaching the Exceptional Child; and
- (4) Coaching and Officiating.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6922-24 (October 1, 1993).

1642 ENDORSEMENT: ATHLETIC TRAINERS

1642.1 For an endorsement as an athletic trainer, the following shall be required:

- (a) A bachelor's degree from an accredited institution;
- (b) Twenty-one (21) semester hours in the following:
 - (1) Health (i.e. nutrition, drug/substance abuse, health education);
 - (2) Human Anatomy;
 - (3) Kinesiology/Biomechanics;
 - (4) Human Physiology;
 - (5) Physiology of Exercise;
 - (6) Basic Athletic Training; and
 - (7) Advanced Athletic Training (one course in therapeutic modalities and rehabilitative exercises and acceptable alternatives to satisfy the advanced athletic training requirement);
- (c) A valid American National Red Cross Standard First Aid Certification and a current Basic CPR Certification (American Red Cross or American Heart Association); and
- (d) A minimum of one thousand five hundred (1,500) clock hours of athletic training experience (during a minimum of two (2) years and not to exceed five (5) years)

under the supervision of a certified athletic trainer from either NATA (National Athletic Trainers Association) or AATA (American Athletic Trainers Association); and

(e) A valid athletic trainer certification and be in good standing with either NATA or AATA.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6924-25 (October 1, 1993).

1643 ENDORSEMENT: ATHLETIC COACHES

1643.1 For an endorsement as an athletic coach, the following shall be required:

(a) A bachelor's degree from an accredited institution;

(b) Completion of the Coaches Education Program in which instructors are trained and certified by the American Coaching Effectiveness Program (ACEP) and the athletic department of the District of Columbia Public Schools. Forty-five (45) clock hours to include the following:

(1) Philosophy of Coaching;

(2) Sports Psychology;

(3) Sports Pedagogy; and

(4) Sports Physiology;

(c) Thirty (30) clock hours in athletic health care to include the following:

(1) First Aid;

(2) Cardiopulmonary Resuscitation (CPR); and

(d) Six (6) clock hours in drug education.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6925-26 (October 1, 1993).

1644 ENDORSEMENT: DRIVER EDUCATION

1644.1 For certification in driver education, the following shall be required:

(a) A minimum of ninety (90) clock hours of satisfactory experience in the teaching of theory in driver education from an accredited school or in a state approved school or driver training;

(b) A valid motor vehicle operator's license issued by the District of Columbia Department of Public Works/Bureau of Motor Vehicle Services; and

(c) A valid motor vehicle instructor's license issued by the District of Columbia Department of Public Works/Bureau of Motor Vehicle Services. The program content shall include the following:

- (1) The use of simulation and automated response systems in driver education;
- (2) Principles of safety education;
- (3) First Aid and CPR for instructors;
- (4) Advanced driver education; and
- (5) Safety and traffic education.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6925 (October 1, 1993).

1645 MUSIC - INSTRUMENTAL (K-12)

1645.1 In addition to the general and professional education requirements, for certification in music (instrumental), coursework in the following representing forty-five (45) semester hours shall be required:

(a) Content and skills to include the following:

(1) Conducting orchestral or band ensemble on all levels and select appropriate literature;

(2) Music history and literature to include African American/multicultural emphasis;

(3) Instruments (string, woodwind, brass, percussion);

(4) Accompaniment on piano to simple melodies;

(5) Music theory or comprehensive musicianship which would include written harmony, keyboard harmony, sight-singing and ear training, counterpoint, form and

analysis, orchestration including scoring and arranging for band and orchestral ensembles; and

(6) Performing in an instrumental ensemble; and

(b) An audition before a professional panel coordinated by the music department to include the following:

(1) Conducting a simple as well as complex band or orchestra composition;

(2) Performance on a major instrument;

(3) Performance on one instrument from each family (i.e. violin, clarinet, trumpet and snare drum);

(4) Sight reading at a moderate tempo a selection found in a methods book;

(5) Harmonizing on piano a simple melody; and

(6) Playing on piano a simple accompaniment.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6926-27 (October 1, 1993).

1646 MUSIC - VOCAL (K-12)

1646.1 In addition to the general and professional education requirements, for certification in music (vocal), coursework in the following representing forty-five (45) semester hours shall be required:

(a) Content to include the following:

(1) Conducting choral ensembles on all levels and select appropriate choral literature;

(2) Music history and literature to include African-American/ multicultural emphasis;

(3) Proficiency on the piano sufficient for demonstration and accompaniment;

(4) Music theory or comprehensive musicianship which include written harmony, keyboard harmony, sightsinging, ear training, counterpoint, form and analysis and composition (including scoring or arranging of choral music);

(5) Vocal/choral problems and solutions and sufficient vocal skills to assure effective use of the voice in demonstrating vocal technique; and

(6) Performing as a vocal in an ensemble;

(b) An audition before a professional panel coordinated by the music department to include the following:

(1) Conducting a simple as well as an advanced level SATB choral selection;

(2) Solo performance of prepared vocal and piano selections;

(3) Sight reading at a moderate tempo a standard hymn or folk song on the piano;

(4) Sight reading a simple vocal melody demonstrating appropriate tone quality; and

(5) Harmonizing at the piano a simple accompaniment to a melody from an elementary music textbook.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6927-28 (October 1, 1993).

1647 SPECIAL EDUCATION - NON-CATEGORICAL (K-12)

1647.1 In addition to the general and professional education requirements, for certification in special education (non-categorical), coursework in the following representing twenty-one (21) semester hours in the common core shall be required:

(a) Psychoeducational assessment of exceptional individuals;

(b) Socio-cultural and vocational aspects of disabilities;

(c) Modifications/adaptations of curriculum and instruction of the exceptional individual;

(d) Language development of children with disabilities;

(e) Current trends and legal issues in special education; and

(f) Psychology of the exceptional children.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6928 (October 1, 1993).

1648 SPECIAL EDUCATION - CATEGORICAL (K-12)

1648.1 In addition to the general and professional education requirements, for certification is special education (categorical), coursework in the common core (twenty-one (21) semester hours), and coursework in one of the following areas shall be required:

(a) Serious emotionally disturbance (fifteen (15) semester hours):

- (1) Characteristics of the emotionally disturbed;
- (2) Specific techniques of behavior management; and
- (3) Educational programming, teaching methods and materials for emotionally disturbed, to include a variety of school situations;

(b) Hearing impairments (fifteen (15) semester hours):

- (1) Characteristics of individuals with hearing and related speech disorders;
- (2) Speech science and audiology;
- (3) Instructional procedures for the education of the hearing-impaired, including manual communication; and
- (4) Individual and group amplification systems with emphasis upon classroom utilization;

(c) Specific learning disabilities (fifteen (15) semester hours):

- (1) Characteristics of individuals with learning disabilities and theories of etiology;
- (2) Techniques for diagnosis and intervention with learning disabled individuals of all degrees of disability at the various school levels;
- (3) Methods of basic skills instruction (i.e. oral and written language, reading, and mathematics) for learning disabled individuals at the various school levels; and
- (4) Adaptations of various levels of general education course content, materials, and methods of presentation to accommodate varying learning styles;

- (d) Mental retardation (fifteen (15) semester hours):
 - (1) Characteristics, including medical aspects, of mentally retarded individuals;
 - (2) Teaching methods and materials for the mentally retarded; and
 - (3) Vocational exploration, as well as leisure and social skills training, for the mentally retarded;
- (e) Visual impairments (fifteen (15) semester hours):
 - (1) Anatomy, physiology, and diseases of the eye;
 - (2) Nature and needs of visually impaired individuals;
 - (3) Reading and writing Braille; and
 - (4) Procedures for teaching visually impaired individuals;
- (f) Orthopedically impaired (fifteen (15) semester hours):
 - (1) Characteristics of children with orthopedic impairments;
 - (2) Medical aspects of Orthopedic/OHI;
 - (3) Problems in the development and education of the OI/OHI;
 - (4) Neurodevelopmental sensory integration approaches; and
 - (5) Psychological aspects of teaching children with physical disabilities.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6928-30 (October 1, 1993).

1649 BILINGUAL EDUCATION (K-12)

1649.1 In addition to the general and professional education requirements, for certification in bilingual education, the following shall be required:

- (a) A valid teaching certificate in a content area;
- (b) Thirty (30) semester hours to include the following:

(1) The historical, philosophical, educational, and sociological basis of the education of language minority students (a minimum of six (6) semester hours) including the following:

- (A) Foundations of Bilingual Education; and
- (B) Theory and Practice of Bilingual Education.

(2) Linguistics and its relationship to cognitive development (a minimum of six (6) semester hours) including:

- (A) Introduction to Linguistics;
- (B) Bilingualism; and
- (C) Introduction to Psycholinguistics.

(3) Developmental literacy, reading readiness and reading for Language Minority students (a minimum of three (3) semester hours);

(4) Bilingual assessment instruments used with linguistically diversity Language Minority students (a minimum of three (3) semester hours); and

(5) Principles of cross-cultural communication and the differences in learning styles of Language Minority students (a minimum of three (3) semester hours); or substitutable experience (required verification, i.e. one year of living abroad or forty-five (45) hours of formal travel study; and

(d) Competency in the language of specialty other than English as determined by an assessment administered in the language by the Language Minority Affairs Branch.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6930-31 (October 1, 1993).

1650 BILINGUAL SPECIAL EDUCATION (K-12)

1650.1 In addition to the general and professional education requirements, for certification in bilingual special education, the following shall be required:

(a) Historical, philosophical, educational, and sociological basis of the education of language minority students; understanding of linguistics; formal and informal assessments; and differential learning styles of the language minority student (a minimum of eighteen (18) semester hours) including the following:

- (1) Foundations of Bilingual Special Education;

- (2) Bilingualism;
 - (3) Literacy in Second Language Learning;
 - (4) Principles of Cross-cultural Communication; and
 - (5) Curriculum and Instruction in Bilingual Special Education;
- (b) Common core content in special education (a minimum of twelve (12) semester hours) including the following:
- (1) Psychoeducational assessment of exceptional individuals;
 - (2) Socio-cultural and vocational aspects of disabilities;
 - (3) Modifications/adaptations of curriculum and instruction of the exceptional individual;
 - (4) Language development of children with disabilities;
 - (5) Current trends and legal issues in special education; and
 - (6) Psychology of exceptional children;
- (c) Competency in the English language as determined by the Language Minority Affairs Branch; and
- (d) Competency in the language of specialty other than English as determined by an assessment administered in the language by the Language Minority Affairs Branch.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6931-32 (October 1, 1993).

1651 ENGLISH AS A SECOND LANGUAGE (K-12)

1651.1 In addition to the general and professional education requirements, for certification in English as a second language, the following shall be required:

- (a) Thirty (30) semester hours to include the following:
 - (1) Historical, philosophical, educational, and sociological basis of the education of language minority students (a minimum of six (6) semester hours) to include the following:
 - (A) Foundations of English as a Second Language Education; and

- (B) Theory and Practice of English as a Second Language;
- (2) Linguistics and its relationship to cognitive development (a minimum of six (6) semester hours) to include the following:
 - (A) Introduction to Linguistics;
 - (B) Second Language Acquisition; or
 - (C) Introduction to Psycholinguistics.
- (3) Developmental literacy, reading readiness and reading for language minority students (a minimum of three (3) semester hours);
- (4) Bilingual assessment instruments used with linguistically diverse language minority students (a minimum of three (3) semester hours): and
- (5) Principles of cross-cultural communication and the differences in learning styles of Language Minority students (a minimum of three (3) semester hours); or substitutable experience (required verification, i.e. one year of living abroad or forty-five (45) hours of formal travel study;
- (b) Competency in the English language as determined by the Language Minority Affairs Branch; and
- (c) Competency in the language of specialty other than English as determined by an assessment administered in the language by the Language Minority Affairs Branch.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6932 (October 1, 1993).

1652 ENDORSEMENT: ENGLISH AS A SECOND LANGUAGE (ADULT)

1652.1 For an endorsement in English as a Second Language (Adult), the following shall be required:

- (a) A valid teaching certificate in English as a Second Language; and
- (b) Twelve (12) semester hours in adult education to include the following:
 - (1) At least six (6) semester hours of adult education, including the adult learner;
 - (2) Teaching of reading to adults; and

- (3) Testing and measurement of adults.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6933 (October 1, 1993).

1653 ADULT BASIC EDUCATION

1653.1 In addition to the general and professional education requirements, for certification in adult basic education, the following shall be required:

- (a) Eighteen (18) semester hours to include the following:

- (1) Psychology of the adult learner;
- (2) Foundations of the adult learner;
- (3) Development of communication skills; and
- (4) Six (6) semester hours in related areas;

(b) Observation and student teaching at the adult or secondary level (high school) or one (1) year of satisfactory experience at the adult level.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6933 (October 1, 1993).

1654 ADULT EDUCATION (ACADEMIC SUBJECTS)

1654.1 In addition to the general and professional education requirements, for certification in adult education (academic subjects), the following shall be required:

- (a) Eighteen (18) semester hours to include the following:

- (1) Psychology of the adult learner;
- (2) Foundations of the adult learner;
- (3) Development of communication skills;
- (4) Methods and materials of adult education; and
- (5) Six (6) semester hours in related areas.

- (b) A minimum of thirty (30) semester hours in a subject area; and
- (c) Observation and student teaching at the adult or secondary level (high school) or one (1) year of satisfactory experience at the adult level.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6933-34 (October 1, 1993).

1655 PUPIL PERSONNEL WORKER

1655.1 For certification as a pupil personnel worker, the following shall be required:

- (a) Eighteen (18) semester credits to include the following:
 - (1) Abnormal psychology/psychopathology;
 - (2) Educational psychology;
 - (3) Educational sociology/urban problems/community problems (socio-psych, economic aspects); and
 - (4) Human development and behavior;
- (b) Fifteen (15) semester hours from the following:
 - (1) Appraisal techniques;
 - (2) Consultation skills/parent community relations/human relations;
 - (3) Counseling theories;
 - (4) Developmental learning/ developmental reading/ developmental psychology;
 - (5) Legal, legislative and ethical issues; or
 - (6) Survey of exceptional children/survey of special education; and
- (c) One (1) year of satisfactory experience as part of the degree program or in a work setting that deals with the problems of youth.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6934 (October 1, 1993).

1656 PSYCHOMETRIST

1656.1 For certification as a psychometrist, the following shall be required:

(a) A master's degree with a major in psychology, sociology, or education from an accredited institution;

(b) A minimum of twelve (12) semester credits with at least one from each of the following areas:

- (1) Educational sociology;
- (2) Educational or psychological statistics;
- (3) Psychological or individual testing; and

(4) Tests and measurements, or the testing assessment of pupil learning characteristics;

(c) A minimum of six (6) graduate semester hours in individual or group assessment; and

(d) A minimum of three (3) graduate semester hours in any of the following:

- (1) Diagnosis and evaluation;
- (2) Curriculum development; or
- (3) Instructional supervision; school administration.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6934-35 (October 1, 1993).

1657 SCHOOL COUNSELOR

1657.1 For certification as a school counselor, the following shall be required:

(a) A master's degree in counseling from an accredited institution;

(b) A minimum of two (2) successful academic years of full-time experience in teaching. One year could be satisfied by full-time work experience in a non-school setting;

(c) Completion of graduate level requirements that include the following:

- (1) Philosophy and principles underlying guidance and other pupil personnel services;
- (2) The theory and practice of counseling, including work with exceptional and culturally diverse students;
- (3) Educational and psychological measurement;
- (4) Career development theory including career planning and decision-making techniques and the use of occupational and educational information;
- (5) Understanding the individual (i.e., the nature and range of human characteristics);
- (6) Group counseling and group guidance processes;
- (7) Research and evaluation;
- (8) Elementary, middle, and secondary school counseling; and
- (9) No less than three hundred (300) clock hours of graduate level university supervised field experience in counseling in a school setting, pre-K-12. One hundred (100) of these required hours (twenty (20) hours per year) may be granted prior to classroom teaching experiences. The hours of field experience shall be performed in pre-practicum, practicum, or internship and shall include demonstration of skills/competencies in the following:
 - (A) Individual, group, play, therapy, family therapy, consultation, career development, measurement and evaluation, placement and follow-up, computer literacy, and multicultural education;
 - (B) This field experience requirement may be met by completion of a degree in school counseling from a program approved by the Council for Accreditation of Counseling and Related Educational Program (CACREP) or a National Board of Certified Counselors (NBCC) certificate; or
 - (C) Completion of a degree in school counseling from a program approved by the Council for Accreditation of Counseling and Related Educational Program (CACREP) or a National Board of Certified Counselors (NBCC) certificate.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6935-36 (October 1, 1993).

1658 SPEECH LANGUAGE PATHOLOGIST

1658.1 For certification as a speech pathologist, the following shall be required:

- (a) A master's degree from an accredited institution;
- (b) Satisfactory completion of a total of seventy-five (75) semester hours of speech and language pathology, audiology and allied fields. Thirty-six (36) of these shall be at the graduate level and designed to develop competencies in the following areas:
 - (1) Speech and language development;
 - (2) Anatomy; physiology of the speech; hearing mechanism;
 - (3) Linguistic and cultural issues affecting multicultural populations;
 - (4) Speech and language disorders (articulation, language, fluency and voice) to include the following:
 - (A) A minimum of six (6) semester hours in speech disorders; and
 - (B) A minimum of six (6) semester hours in language disorders;
 - (5) Clinical procedures in identifying, evaluating and diagnosing speech, language and hearing disorder to include prognosis and recommendations for treatment when indicated;
 - (6) Habilitation and rehabilitation of speech and language disorders;
 - (7) Auditory pathology; and
 - (8) Aural habilitation/rehabilitation; or
 - (9) Any person holding the Certificate of Clinical Competence in Speech Pathology or whose application has been approved by the American Speech, Language and Hearing Association will be eligible for licensure without evaluation of individual courses;
- (c) Twenty-seventy (27) semester hours designed to develop competencies in the following:
 - (1) The anatomic and physiological bases for normal development and use of speech, language, and hearing;
 - (2) The physical bases and processes of the production and perception of speech, language and hearing (i.e., acoustics or physics of sound, phonology and phonetics);

(3) Linguistic and psycholinguistic variables related to normal development and use of speech, language and hearing;

(4) Biological/Physical Sciences;

(5) Mathematics; and

(6) Behavioral and Social Sciences.

(d) Twelve (12) semester hours in allied fields or speech language or audiology.

(e) Additionally, satisfactory completion of a minimum of three hundred and fifty (350) clock hours of supervised clinical practicum is required. Two hundred and fifty (250) of which shall be obtained at the graduate level. A minimum of two hundred and fifty (250) clock hours shall be in speech pathology and encompass the following:

(1) Evaluation of speech disorders:

(A) Children (twenty (20) clock hours); and

(B) Adults (twenty (20) clock hours);

(2) Evaluation of language disorders:

(A) Children (twenty (20) clock hours); and

(B) Adults (twenty (20) clock hours);

(3) Treatment of speech disorders:

(A) Children (twenty (20) clock hours); and

(B) Adult (twenty (20) clock hours);

(4) Treatment of language disorders:

(A) Children (twenty (20) clock hours); and

(B) Adults (twenty (20) clock hours);

(5) A minimum of thirty-five (35) clock hours must be in audiology and encompass the following:

(A) Evaluation and treatment of speech and language disorders associated with hearing impairments (a minimum of fifteen (15) clock hours); and

(B) Evaluation of audiology disorder (a minimum of fifteen (15) clock hours); and

(6) The remaining clock hours may be obtained in speech pathology or audiology.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6936-38 (October 1, 1993).

1659 SCHOOL PSYCHOLOGIST

1659.1 For certification as a school psychologist, the following shall be required:

(a) A master's degree in school, psychology, educational, or clinical psychology from an accredited institution to include forty-two (42) semester hours of graduate level coursework and five hundred (500) clock hours of satisfactory field experience in a school setting under the supervision of a certified school psychologist;

(b) Fifteen (15) semester hours to include the following:

- (1) Introduction to school psychology;
- (2) Child adolescent psychology or developmental psychology;
- (3) Psychology of abnormal behavior/psychopathy of childhood and adolescence (mental hygiene);
- (4) Statistics; tests and measurements, evaluation; or research methods; and
- (5) Seminar in school psychology;

(c) Six (6) semester hours from among the following:

- (1) Neurology or neuropsychology and brain behavior;
- (2) Biological basis of behavior;
- (3) Theories of learning; or
- (4) Theories of personality;

(d) Nine (9) semester hours from the following:

- (1) History and systems of psychology;

- (2) Psychology of the exceptional child;
- (3) Socio-cultural education;
- (4) Survey of problems and issues in special education; or
- (5) Public school law; urban issues; legal and ethical issues;
- (e) Six (6) semester hours to include the following:
 - (1) Individual assessment of cognitive abilities; and
 - (2) Behavioral assessment (behavioral checklist, classroom observation techniques); and
- (f) Six (6) semester hours from the following:
 - (1) Evaluation and diagnosis of exceptional children;
 - (2) Diagnosis and remedial techniques in arithmetic;
 - (3) The learning disabled child/learning disabilities; or
 - (4) Personality assessment.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6938-39 (October 1, 1993).

1660 SCHOOL SOCIAL WORKER

1660.1 For certification as a school worker, the following shall be required:

- (a) A master's degree in social work from an accredited institution of social work that includes the following:
 - (1) Field practicum in a setting providing direct services to individuals and groups of school age children and their families; or
 - (2) A minimum of one (1) year paid professional experience (post master's degree) in a setting providing direct services to individuals and groups of school age children and their families;
- (b) Program content to include the following:
 - (1) Four (4) semester hours in family and child related coursework;

- (2) Four (4) semester hours in human behavior and social environment;
- (3) Four (4) semester hours in social welfare policy and services;
- (4) Eight (8) semester hours in social work practice;
- (5) Four (4) semester hours in research; and
- (6) Six (6) semester hours to include the following:
 - (A) Laws and regulations, which impact upon school programs; and
 - (B) Content in the area of disabling conditions and appropriate interventions;
- (c) Skills to include the following:
 - (1) Developing a social history and psychological assessments by use of appropriate methodologies and theories (i.e., systems, family psychological theories and framework);
 - (2) Utilizing theoretical and practice knowledge in counseling (i.e., family dynamics, crisis intervention and mediation);
 - (3) Communication (i.e., speech, writing, sign language when/where appropriate);
 - (4) Child and adolescent development theories (i.e., typical vs. atypical development; life cycle issues);
 - (5) Learning and behavioral theories;
 - (6) The influence of situations which impact upon individuals, families, and communities;
 - (7) Law and legal provisions in the area of child welfare;
 - (8) The cause and effects of social, cultural, and environmental forces and their impact on learning and human behavior (i.e., effect of these forces on race, ethics, gender, socio-economic status); and
 - (9) The role and function of the school social worker in relationship to school, communities, and organizations; and
- (d) A valid license to practice social work in the District of Columbia.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6940-41 (October 1, 1993).

1661 ATTENDANCE OFFICER

1661.1 For certification as an attendance office, the following shall be required:

- (a) A bachelor's degree from an accredited institution;
 - (b) Thirty (30) semester hours in the areas of psychology, education, sociology, anthropology and child welfare;
 - (c) Twelve (12) semester hours in the areas of social work, guidance and counseling;
 - (d) Three (3) semester hours in a supervised practicum, internship, student teaching, or field experience;
 - (e) Content to include the following:
 - (1) Knowledge of human growth and development, human social problems and dysfunctioning family dynamics; and
 - (2) Knowledge of human service agencies and child and youth service agencies, including juvenile justice systems;
 - (f) Skills to include the following:
 - (1) How clients define their circumstances and problems;
 - (2) Diagnosing individual, family and community social problems;
 - (3) Working with organizations (i.e., schools, school systems, human service agencies) to address clients' needs and problems;
 - (4) Limitations, characteristics, needs and problems of organizations in meeting human needs;
 - (5) Communicating effectively orally and in writing;
 - (6) Interviewing clients and obtain information; and
 - (7) Developing plans to help clients eliminate, reduce, or control their problems;
- and

(g) One (1) year of employment experience as a human service worker after receipt of the bachelor's degree; or, two (2) years of employment experience as a paraprofessional human service worker before or after receipt of the bachelor's degree.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6941-42 (October 1, 1993).

1662 SCHOOL LIBRARIAN/MEDIA SPECIALIST (K-12)

1662.1 For certification as a school librarian/media specialist, the following shall be required:

- (a) A master's degree from an accredited institution;
- (b) Twenty-one (21) semester credits in library or information science including the following:
 - (1) Cataloging and classification;
 - (2) Computerized applications of library automation and information access;
 - (3) Instructional media design and production;
 - (4) Organization of school library media programs and collections;
 - (5) Reference sources and services;
 - (6) Evaluation, selection and utilization of instructional media for children and young people; and
 - (7) Integration of library resources in the curriculum; and
- (c) Directed field experience in a school library media center with an experienced media specialist or two (2) years of successful teaching or one (1) year of library experience.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6942 (October 1, 1993).

1663 AUDIOLOGIST

1663.1 For certification as an audiologist, the following shall be required:

- (a) A master's degree from an accredited institution;
- (b) Satisfactory completion of a total of seventy-five (75) semester hours in audiology and allied fields. Thirty-six (36) of these shall be at the graduate level and designed to develop competencies in the following:
 - (1) Speech and language development;
 - (2) Anatomy and physiology of the hearing mechanism;
 - (3) Linguistic and cultural issues affecting multicultural populations;
 - (4) Auditory pathology:
 - (A) A minimum of six (6) semester hours in hearing disorders and hearing evaluations; and
 - (B) A minimum of six (6) semester hours in habilitative and rehabilitative procedures;
 - (5) Clinical procedures in identifying, evaluating and diagnosing hearing disorders to include prognosis and recommendations for treatment when indicated;
 - (6) Aural habilitation/rehabilitation;
 - (7) Speech and language disorders not associated with hearing impairments; or
 - (8) Any person holding the Certificate of Clinical Competence in Audiology or whose application has been approved by the American Speech, Language and Hearing Association will be eligible for licensure without evaluation of individual courses;
- (c) Twenty-seven (27) semester hours designed to develop competencies in the following:
 - (1) The anatomic and physiological bases for normal development and use of speech, language and hearing;
 - (2) The physical bases and processes of the production and perception of speech, language and hearing (i.e., acoustics or physics of sound, phonology and phonetics);
 - (3) Linguistic and psycholinguistic variables related to normal development and use of speech, language and hearing;
 - (4) Alternative forms of communications (i.e., manual sign, cued speech, or oral-aural method);

- (5) Psychological and emotional problems associated with hearing impairments;
 - (6) Mathematics;
 - (7) Biological and physical sciences;
 - (8) Behavioral and social sciences; and
 - (9) Three (3) semester hours in related coursework;
- (d) Twelve (12) semester hours in allied fields of audiology and or speech language; and
- (e) Additionally, satisfactory completion of a minimum of three hundred and fifty (350) clock hours of supervised clinical practicum shall be required. Two hundred and fifty (250) clock hours shall be obtained at the graduate level. A minimum of two hundred and fifty (250) shall be in audiology and encompass the following:
- (1) Evaluation of hearing disorders:
 - (A) Children (forty (40) clock hours); and
 - (B) Adults (forty (40) clock hours);
 - (2) Selection and use of amplification systems and assistive devices including a total of eighty (80) clock hours in the following:
 - (A) Children (ten (10) clock hours minimum); and
 - (B) Adults (ten (10) clock hours minimum);
 - (3) Treatment of hearing disorders;
 - (A) Children (twenty (20) clock hours); and
 - (B) Adults (twenty (20) clock hours);
 - (4) A minimum of thirty-five (35) clock hours in speech pathology to include the evaluation and treatment of speech and language problems not related to hearing impairment; and
 - (5) The remaining clock hours may be obtained in audiology or speech pathology.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6943-44 (October 1, 1993).

1664 COMPUTER EDUCATION LABORATORY TEACHER

1664.1 In addition to the general and professional education requirements, for certification as a computer education laboratory teacher, the following shall be required:

- (a) A bachelor's degree from an accredited institution in one of the teaching areas; and
- (b) Eighteen (18) semester hours to include the following:
 - (1) Principles and practices for supervision, leadership, and technology planning and implementation into the curriculum;
 - (2) Methods and instructional strategies; software design/evaluation; and, software applications in an instructional environment;
 - (3) Overview of hardware and software trends/operation/ applications/ solutions for instruction;
 - (4) Integrating computers/technologies in a learning environment;
 - (5) Introduction to basic core applications to include the following:
 - (A) Word processing;
 - (B) Database management; and
 - (C) Spreadsheet management;
 - (6) Introduction to computer operating systems; and
 - (7) Curriculum development or instructional design to include the following:
 - (A) Instructional applications of technology for problem solving, data collection and analysis, information management, and decision-making;
 - (B) Design, evaluation and use of instructional software and documentation;
 - (C) Design and development of learning activities that integrate technology into the curriculum;

(D) Educational technology leadership to include development of technology plans, hardware and software acquisition, budget, maintenance, training, and instructional and technical support;

(E) Evaluation, acquisition, and implementation of technology and the learning environment; and

(F) Instructional utilization of productivity tools (i.e. word processing, database, spreadsheet, graphics and teacher utility applications);

(8) Evaluation of electronic media, services, facilities, and needs of personnel;

(9) Identification of instructional problems for which appropriate technological strategies can be developed;

(10) Operation of an array of computer software including word processing, database managers, telecommunications, graphics, utilities, and authoring/programming tools;

(11) Development of proposals for innovative instructional applications of technology in schools; and

(12) Provide leadership for students, faculty, and administrators through modeling and planning.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6945-46 (October 1, 1993).

1665 EDUCATIONAL TECHNOLOGY TEACHER TRAINERS

1665.1 For certification as an educational technology teacher trainer, the following shall be required:

(a) A master's degree from an accredited institution and either the bachelor's or the master's degree shall be in one of the teaching areas;

(b) Eighteen (18) semester hours to include the following:

(1) Applications of educational technology/microcomputers;

(2) Implementing computers in a learning environment;

(3) Integrating computers/technology in the curriculum;

- (4) Principles of software evaluation;
- (5) Design principles of educational media;
- (6) Principles of distance learning;
- (7) Principles of instructional applications for technology to include the following:
 - (A) Correlation of curriculum objectives;
 - (B) Data collection and analysis;
 - (C) Information management and decision-making; and
 - (D) Application of instructional strategies (i.e., problem-solving, simulations, and discovery learning);
- (8) Principles of educational technology leadership to include the following:
 - (A) Principles and practices for supervision, leadership, technology planning, and integration into the curriculum; and
 - (B) Evaluation of electronic media, services, facilities, and support personnel;
 - (c) One hundred and fifty (150) contact hours of technology-related training through certifiable seminars, institutes, workshops of professional staff development; and
 - (d) One (1) year of successful teaching experience as an educational technology teacher or coordinator; and one (1) year experience as a trainer of adults or one hundred and fifty (150) contact hours of certifiable technology-related training in seminars, institutes, workshops, or other professional staff development activities.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6946-47 (October 1, 1993).

1666 EXPERIENTIAL LEARNING

1666.1 Acceptance of experiential learning to satisfy specific license requirements shall be determined by the Director of Teacher Education and Certification.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6893, 6947 (October 1, 1993).

1667 ADMINISTRATIVE SERVICES CREDENTIALING

1667.1 The Superintendent of the District of Columbia Public School System shall establish professional standards, assessments, and examinations for entry and advancement in the education profession, including the eligibility requirements for appointment and promotion for all administrative and supervisory employees.

1667.2 Commencing July 1, 2000, and in addition to the eligibility requirements in § 1001.1, all Educational Service employees in grade ET 6-14 shall be required to meet the requirements of the Administrative Services credential as approved by the Superintendent as well as all applicable testing requirements, if any. The Superintendent shall develop rules, regulations or directives setting forth objective and verifiable standards for approval or college/university training programs leading to the Administrative Services Credential authorized by this section. Said Certification Standards are set forth at § 1667.10.

1667.3 The minimum requirements for the Administrative Services Credential are the following:

(a) A valid teaching credential requiring the possession of a baccalaureate degree and a professional preparation program including student teaching; or a Service Provider credential in any one of the following: School Psychologist; School Librarian; School Social Worker; Speech and Language Pathologist; or Pupil Personnel Worker; and

(b) Completion of a minimum of three years of successful, full-time classroom teaching experience in the public schools or private schools of equivalent status, or three years of experience in the fields of pupil personnel, health, clinical or rehabilitative services. Full-time service shall mean service for at least a minimum day for 75 % of the days in the school year. Substitute or part-time service shall not apply; and

(c) Completion of a program of specialized and professional preparation in Administrative Service approved by the Superintendent, including a Masters Degree Program of a minimum of thirty (30) semester units from an accredited institution of higher education; or a one-year Superintendent approved Administrative Services Internship consisting of supervised in-service training taken through an accredited District of Columbia college or university, to include a Masters Degree. The Superintendent shall adopt standards and criteria for the university/college programs of advanced preparation and non-university/college activities.

(d) Commencing on July 1, 2000, the Educational Credentialing and Standards Branch shall not issue initially an Administrative Service Credential to any person to serve in the public schools unless the person has completed the School Leaders Licensure Assessment. Notwithstanding this section, commencing on July 1, 2000 and ending on June 30, 2004, the Superintendent may issue a provisional Administrative Service

Credential, for a period not to exceed two years to any applicant qualifying under paragraphs (a), (b), & (c) above, pending completion of the School Leaders Licensure Assessment (SSLA) during said two nonrenewable provisional period.

(e) The term of the Administrative Services Credential shall exceed five calendar years from the date of issuance. The Administrative Services Credential is renewable upon completion of 200 clock hours of professional growth activities and services that contribute to his or her performance and effectiveness as specified by the Superintendent and as outlined in the Administrative Services Professional Growth Manual. The basic prerequisite credential must be valid during the term of the Administrative Services Credential.

(f) Out of District Applicants prepared at an accredited college or university outside of the District of Columbia who have completed an approved program in school administrative services encompassing at least one year of postgraduate preparation, including field work in school setting, may apply directly to the Educational Credentialing and Standards Branch for the Administrative Services Credential, if the program is approved by the state certification agency in the state where it was completed and the requirements of (a), (b), (c) above have been met.

(g) Notwithstanding this section, persons performing administrative assignments at the principal, supervisory or other level, prior to January 1, 2000, may continue to perform those services without complying with any requirements that may be added by the amendments adding §§ 1667.1, 1667.2, and 1667.3.

1667.4 The Administrative Services Credential authorizes the holder to serve as an Assistant Superintendent, Principal, Assistant Principal, Director, Supervisor, Coordinator, or in an equivalent or intermediate level administrative position.

1667.5-1667.9 [Reserved]

1667.10 Administrative Service Credential-Standards Completion of an approved Master's or Doctoral degree in educational administration/leadership from a state approved or regionally/nationally accredited college/university. The approved program should include the following competencies and skills:

- (a) Knowledge and understanding of student growth and development to include:
 - (1) Applied learning and motivational theories;
 - (2) Curriculum design, implementation, evaluation, and refinement for varied teaching and learning styles and specific student needs;
 - (3) Principles of effective instruction, measurement, evaluation and assessment strategies;

(4) Development of a learning organization that supports instructional improvement and incorporates best practices.

(5) Role of technology in promoting student learning; and

(6) Student diversity and its meaning for educational programs.

(b) Knowledge and understanding of organization systems to include:

(1) Systems theory and the change process for systems, organizations, and individuals;

(2) Principles of developing and implementing strategic plans;

(3) Information sources, data collection, and data analysis; and

(4) Effective consensus-building and negotiation skills.

(c) Knowledge and understanding of theories and models of organizations and the principles of organizational development to include:

(1) Operational procedures at the school and the district level;

(2) Principles and issues relating to schools, safety and security;

(3) Human resources management and development;

(4) Principles and issues relating to fiscal operations of the school management.

(5) Principles and issues relating to school facilities and use of space;

(6) Legal issues impacting school operations; and

(7) Technologies that support management functions.

(d) Knowledge and understanding of the dynamics of a diverse community to include:

(1) Emerging issues and trends that potentially impact the school community;

(2) Community relations and marketing strategies and process; and

(3) Models of school, family, business, community, government, and higher education partnerships.

(e) Knowledge and understanding of the historical and contemporary issues in education to include:

- (1) Philosophy and history of education;
- (2) Purpose of education and the role of leadership;
- (3) Role of public education in developing and renewing a democratic society and economically productive nation;
- (4) The law as related to education and schooling; and
- (5) The political, social, cultural, and economic system and processes that impact schools.

(f) Knowledge and understanding of professional and administrative leadership to include:

- (1) Adult learning and professional development models;
- (2) Applied learning and motivational theories;
- (3) Learning goals in a pluralistic society;
- (4) The role of leadership in modern society; and
- (5) Professional code of ethics.

(g) Completion of the School Leaders Licensure Assessment (SSLA) administered by Educational Testing Service.

(h) A minimum of three (3) years of successful experience in the field of education to include teaching, administrative/supervisory, and/or pupil personnel services in an accredited nonpublic or public school.

SOURCE: Final Rulemaking published at 49 DCR 5212, 5216-20 (June 23, 2000).

1668 - 1686 [RESERVED]

1687 LICENSED DENIAL, SUSPENSION OR REVOCATION

1687.1 A license issued pursuant to this chapter may be denied, suspended for a period of not more than five (5) years, or revoked by the Superintendent if the license holder has the following:

- (a) Fraudulently or deceptively obtained, or attempted to obtain the license;
- (b) Pled guilty or *nolo contendere* with respect to, or received probation before judgment with respect to, or been convicted of one of the following crimes or been held liable in a private cause of action based upon the following:
 - (1) Murder;
 - (2) Child abuse;
 - (3) Rape;
 - (4) A sexual offense involving a minor or non-consenting adult;
 - (5) Child pornography;
 - (6) Kidnapping or abduction of a child;
 - (7) Illegal possession, use, sale, or distribution of controlled substances;
 - (8) Illegal possession or use of weapons; or
 - (9) A felony involving moral turpitude to be defined as one characterized by behavior or acts that gravely violate moral sentiments or accepted moral standards of this community and are of a morally culpable quality;
- (c) Knowingly failed to report suspected child abuse or neglect, as required by D.C. Official Code § 4-1321.02 (2001); or
- (d) Had his or her application for a license denied, or his or her license suspended or revoked in another jurisdiction within the last five (5) years for a cause which would be grounds for denial, suspension or revocation under §§ 1687.1(a) through (c).

1687.2 Before denying, suspending, or revoking a license, pursuant to § 1687.1, the Superintendent or his or her designee shall do the following:

- (a) Send the potential or current license holder a written copy of the charges against him or her and notice of the school system's intent to deny, suspend or revoke his or her license;
- (b) Advise the potential or current license holder of the right to a hearing in accordance with §§ 806.3 - 806.8, and advise further that:
 - (1) The decision shall not become final until the conclusion of all procedures set forth in §§ 806.3 - 806.8, so long as a request for a hearing is filed within ten (10) days of the receipt of a written copy of charges against the potential or current license holder; and

(2) Absent the timely filing of a request for a hearing, the decision shall become final on the eleventh (11th) day after receipt of a written copy of charges against the potential or current license holder; and

(c) Advise the potential or current license holder that at each stage of the decision-making process, including §§ 806.3 through 806.8 procedures, the burden of proof shall rest upon the Superintendent in order to sustain a decision to deny, suspend, or revoke a license; and the standard of proof shall be a preponderance of the evidence.

1687.3 The Superintendent or his or her designee shall notify all other states of denial, suspension and revocation decisions as part of the interstate certification data exchange.

1687.4 If the decision of denial, suspension, or revocation is based on § 1687.1(b), and if the conviction subsequently is overturned in appeal or other post conviction proceeding, a potential license holder may re-apply for a professional license and the suspension or revocation ends, when the conviction or plea of guilty is overturned.

1687.5 A license which has been suspended under this chapter shall be automatically reinstated at the end of the five-year (5 yr.) suspension period; provided, that the license did not expire during the period of suspension. If the license expired during the period of suspension, the holder of the former license may reapply but shall meet the license requirements that are in effect at the time of the application for the new license.

SOURCE: Final Rulemaking published at 28 DCR 3201 (July 17, 1981); as amended by Final Rulemaking published at 33 DCR 6542 (October 24, 1986); and by Final Rulemaking published at 40 DCR 6951 (October 1, 1993).